

THE IMPLEMENTATION OF PICTURE SEQUENCE TECHNIQUE IN TEACHING PROCEDURE TEXT WRITING AT THE THIRD YEAR OF SMPN 23 BANDAR LAMPUNG

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Abstrak

Penelitian ini bertujuan untuk meneliti apakah ada peningkatan pada kemampuan siswa dalam menulis teks prosedur. Penelitian ini adalah penelitian kuantitatif. Sasaran penelitian sebanyak 29 siswa di SMPN 23 Bandar Lampung. Tes menulis digunakan sebagai alat untuk pengambilan data. Data tersebut dianalisis menggunakan *paired sample t-test*. Hasil menunjukkan bahwa terdapat peningkatan yang signifikan secara statistik dalam jenis teks prosedur yang ditulis oleh siswa setelah siswa diajar menggunakan teknik picture sequence. Dapat disarankan bahwa teknik picture sequence memungkinkan siswa untuk meningkatkan kemampuan dalam menulis teks prosedur.

The aim of this study was to find out whether there was an improvement of students' ability of writing procedure text. This research was a quantitative research. The subjects of this research were 29 students at SMPN 23 B andar Lampung. The writing test was administrated as the instrument of the research. The data were analyzed by paired sampe t-test. The results showed that there was a statistically significant improvement of the procedure text written by the students after they were taught through picture sequence technique. The findings suggest that picture sequence technique enables students' to improve their ability of writing procedure text.

Keywords: *writing, procedure text, picture sequence technique*

INTRODUCTION

Writing is one of skills that have to be learned by English learners. It is a complicated skill that needs processes because many aspects should be considered. Brown (2001: 335) states that written products are the result of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise a text for clearer meaning and how to edit a text for appropriate grammar and how to produce a final product.

Based on *Peraturan Menteri Pendidikan Nasional Republik Indonesia (Permendiknas) Nomor 23 Tahun 2006*, the aim of teaching and learning of writing in junior high school is to make students able to express meanings in interpersonal and transactional language, both informally and formally, in the form of *recount*, *narrative*, *procedure*, *descriptive*, and *report* in the daily life context. Furthermore, the standard of competency of writing for Grade IX students is that students should be able to express meanings of written functional texts and short simple essays in the form of *recount*, *narrative* and *procedure* texts accurately, fluently, and acceptably to interact with the closest environment. Therefore, junior high school students are expected to have good writing ability.

Nevertheless, the reality showed that many students have problems in some writing aspects such as grammatical rules, organization of ideas, motivation to write, and

vocabulary mastery. From the researcher's experience during the Teaching Practice Program (*Praktek Pengajaran Lapangan: PPL*) at SMPN 1 Anak Ratu Aji. The observation showed that many students were not able to write in English well. It was shown by their writing products. The major problem that students faced was to get ideas and generate them into a piece of a good writing. Moreover, they also made many grammatical mistakes. Some of them still using Indonesian word in their writing. It is strengthened by the theory of Silva (1993: 657 in Brown 2001: 339). She states that second language writers did less planning, and less fluent in writing (use fewer words), less accurate (made errors), and less effective in stating goals and organizing material.

Based on the explanation above, English teachers need to find the solution to solve the students' problems in writing. There are several alternatives that can be used by teacher to improve students' achievement in procedure text writing. One of them is by using an appropriate technique. In this research, the researcher uses picture sequence as a technique. According to Yunus (1981:49), picture sequence is a number of related composite picture linked to form a series of sequences. Because picture sequence contains a story or a sequence of events, they can help students to generate and develop their ideas. They can also help the students to organize their writing as they consist of a series of pictures that can help them to see the steps and the order. They will help the students to develop their imagination and integrate their paragraphs to

produce a coherent and well-organized writing.

Many researches have been conducted to find out the effectiveness of picture sequence in teaching writing. The research entitled Improving Students' skill in Writing Procedure Text through Picture Sequence at the Eight Grade of MTs Negeri Tangerang 2 Pamulang was conducted by Suaeni (2015) to find out whether picture sequences improved the students' ability in writing a procedure text. The result showed that there was an improvement of the students' skill in writing a procedure text through picture sequences.

Another similar research of picture sequence technique was conducted by Rodiyah and Bahtiar in 2013. The study was aimed at investigating if there was any improvement of students' achievement before and after being taught by using picture sequence. As a result there was an improvement of the students' achievement in recount text writing by using sequences of pictures.

Riyan and Zuhri (2014) also conducted research to find out the effectiveness of using picture sequence technique. The subject of this research was the tenth grade students of SMA Negeri Bandar Kedungmulyo Jombang consisting of 2 classes, X IPS 1 (28 students) and X IPS 2 (30 students). As a result, there was a significant difference between the students who were taught a procedure text by using picture series and those who were not.

Based on the results of those researches, it can be inferred that those researches prove that picture sequence is good to be implemented in teaching writing, especially in helping the students improve their writing achievement. The difference between those researches and this research is that this research does not only focus on finding out students' writing achievement but also finding out what aspect of writing improves the most after being taught by using picture sequence.

METHODS

This study was a quantitative research which used a one group pretest-posttest design. It was applied to see the improvement after the implementation of picture sequence technique. This research was conducted at the third year of SMP N 23 Bandar Lampung in academic year of 2016/2017. The class chosen as the sample by using lottery was class IX B which consisted of 29 students. The instrument of this research was a test of procedure text writing in forms of pretest and posttest. In the pretest, the students were assigned to write a procedure text. After giving the pretest to the students, the students were given treatments by using picture sequence technique. Then, the posttest was given to the students to evaluate their ability in writing a procedure text after the implementation of picture sequence technique. This posttest was similar to the pretest. An inter-rater was applied to measure the reliability. After that, the scores were analyzed by using SPSS.

RESULTS & DISCUSSION

Results

The result from the calculation by using *Repeated Measure T-Test* (SPSS 16.0) shows the mean scores of pretest and posttest improved from 59.776 up to 72.638. The improvement in each aspects can be seen from the following table.

Table 1. The Improvement of the Students' Achievement in Procedure Text Writing

Aspects of Writing	Mean score of Pretest	Mean score of Posttest	Increase	Percentage
Content	16.34	21.05	4.71	15.70%
Language Use	15.06	17.00	1.94	7.76%
Organization	12.31	17.25	4.94	24.70%
Vocabulary	13.36	15.89	2.53	12.65%
Mechanics	2.431	2.751	0.32	6.40%

The table above shows the improvement of the students' scores in writing aspects from the pretest to the posttest. Nevertheless, before it was done, the researcher made sure that the data were taken from random, normally distributed, and homogeneous sample. The table below shows the result of Paired Samples Test.

Table 2. t-test Result of Pre-test and the Post-test

Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
12.86207	6.32441	1.17441	10.45639	15.26775	10.952	28	.000

It shows that the significant level was lower than 0.05 and it can be concluded that there was improvement of the students' ability in procedure text writing.

Discussion

The research findings showed that the implementation of picture sequence technique as a technique in teaching writing had given a positive effect of the students' ability in procedure text writing. In other words, picture series could increase students' ability in procedure text writing. It can be seen from the comparison of mean score of pretest and posttest.

This study also analyzed the improvement of each aspect of writing, they were vocabulary (12.65%), organization (24.70%), mechanics (6.40%), language use (7.76%) and content (15.70%). The data of the research revealed that the aspect which improved the most was organization. Sequence of pictures could bring them to write procedure text in good organization since sequence of pictures presented the activities orderly. This is supported by the theory of Kreidler (1965:1) that pictures are a recognized way of a representing a real situation so they can be served as an example of the advantages in using visual aids. In line with Kreidler, Yunus (1981:49) also describes picture series as numbers of linked pictures which form series of sequences in order tell a sequence of events or a story. In the classroom, picture helped the students to associate with their real life experience. The students could

choose which one the activity came first, next, and so on. Therefore, they could use temporal conjunction well when they used sequence of pictures.

This finding is confirmed by the result of the research conducted by Suaeni (2015) at the 8th grade students of MTs Negeri Tangerang 2 Pamulang by using picture sequence. The research findings indicate that the students became more interested during the learning process because the activity given by the teacher were vary and motivating. In addition, there was an improvement in students' writing procedure text. It is shown by the by the increase of the percentage of the students passing KKM score (75) in cycle 1 is 56.25 % (18 passed and 14 failed). It increases into 81.25 % (26 students passed and 6 failed in cycle 2. This means that the implementations in the second cycle had fulfilled requirement or criteria of success. Based on the result above, it can be concluded that the use of picture sequence technique can improve students ability in writing procedure text.

Another result finding came from the research conducted by Rodiyah and Bahtiar (2013) which aimed to find out the effectiveness of picture sequence in writing recount text at junior high school level. The result was indicate that the students are active during the writing activities and the students' writing ability improves after the implementation of picture sequence technique. It showed by mean of the students orientation test (60,9), test in cycle I (69,3) and test in cycle II (80,0). It

could be said that the students' writing was improved significantly after the implementation of picture sequence.

However, sequence of pictures did not give more effect in mechanic and language use aspects to compose a procedure text since the pictures in sequence of picture tended to guide the students to create their writing orderly. There was no clue which guided the students to arrange their writing in good mechanics and grammar. This is in line by the research finding conducted by Prasetyaningtias (2012) and Setyawan (2015). Both of them confirmed that picture sequence did not give big impacts in making students' grammar and mechanic.

Finally, according to the explanation above, it was concluded that there was an increase of students' procedure text writing after the implementation of picture sequence technique. In other words, the results of the research proved that picture sequence technique gave the positive effect to the students' procedure text writing especially in term of organization.

CONCLUSIONS & SUGGESTIONS

Conclusions

Referring to the discussion of the research findings on the previous chapter, the researcher comes to these following conclusions. The implementation of picture sequence was effective to improve students' writing skills. Picture sequence technique also improved the

students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic by seeing the analysis of the students' works in the posttest in each aspect.

Second, the implementation of picture sequence could improve students' ability in procedure text writing, especially in aspect organization. It is because the use of picture sequence in the materials and writing practice could generate students' ideas. Picture sequence provided an image that the students could easily follow. So it will help them to generate ideas into a chronological order easily.

In addition, the implementation of picture sequence could promote the students positive attitude toward the teaching learning process. It is because the picture itself was colorful. Most of the students were actively involved in teaching and learning process. They became enthusiastic to do the writing task. They also enjoyed the learning process. It implies that picture sequence increased the students' enthusiasm in the teaching and learning process of writing.

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Suggestions

Considering the advantages of sequence of pictures, the researcher suggests that English teachers of the class apply sequence of pictures as an alternative way in teaching writing especially procedure text. It is supported by the findings that sequence of pictures not only can help the students to increase their ability but also increase the teacher's performance and the student's participation in the classroom. In addition, it needs much time to apply this technique in teaching writing. Therefore, the teacher should allocate the time efficiently.

Furthermore, there are several suggestions for further researcher. First, this study was conducted in a Junior High School level. Therefore, the further research can try to find out the effect of using picture sequence in different level of school. Second, further research can try to use picture sequence in teaching another kind of text; narrative, report, or exposition, since this study focused on the students ability in procedure text writing.

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